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ABSTRACT

This report describes the development, introduction, and evaluation of the SuperStart comprehensive prekindergarten program adopted by the New York City Public Schools in 1990. By 1991, SuperStart offered 299 classes in 188 schools, providing a developmentally appropriate learning environment to foster cognitive, social, emotional, and physical development in 4- and 5-year-olds from disadvantaged backgrounds. Part 1 of this report introduces the SuperStart program, while parts 2 and 3 discuss and evaluate the program's implementation at the macro- and micro-levels. Part 4 examines and evaluates the effectiveness of parent involvement and family services provided by SuperStart. Part 5 discusses student outcomes and the program's overall strengths and weaknesses, and part 6 makes specific recommendations to improve the effectiveness of SuperStart. Two appendices provide copies of student application and developmental profile forms. (MDM)

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OREA Report

SUPERSTART

1990-92

FINAL EVALUATION REPORT

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SUPERSTART

1990-92

SUMMARY

In 1990, the New York City Public Schools introduced SuperStart: The New York City Comprehensive Prekindergarten Program, replacing its Project Giant Step and the New York State Prekindergarten Program. In its first year (1990-91), SuperStart offered 268 classes in 167 schools in 24 community school districts (C.S.D.s) and served 8,249 children. In 1991-92, SuperStart offered 299 classes in 188 schools in 29 C.S.D.s, serving 9,015 four- and five-year-olds. SuperStart provided a developmentally appropriate learning environment to foster cognitive, social, emotional, and physical development. Eligibility was based on age, educational need as determined by a state-approved screening instrument, and economic need. Bilingual programming addressed the needs of Latino students in particular. In both years under review there were 53 bilingual classes, and many staff members extended additional bilingual assistance. Parent involvement and health and support services were also an integral part of SuperStart. The program provided for a family room at each site and offered parents a series of workshops and conferences to assist them in developing skills to instruct their children at home and to work as volunteers in the classrooms. Parent volunteers assisted regularly in roughly 20 percent of the classrooms that the Office of Research, Evaluation, and Assessment (OREA) visited.

Outcomes from the Developmental Profile, a checklist designed by the New York State Education Department and OREA, showed that participants made solid gains in the acquisition of gross and fine motor skills; in cognitive, social, and emotional development; and in language and pre-literacy skills.

A pilot study at the end of the first year of programming (1990-91) used a story-retelling technique to assess progress of participants vs. non-participants. SuperStart children were found more competent in recall and comprehension than non-participants. When the technique was applied using a longer story the following year, results for the two groups were virtually indistinguishable except in the area of recall. Students with no prekindergarten experience rated higher on average than the children who had participated in SuperStart. This may have been due to the stories used, the analyses performed, and disparities in technique and/or language.

In both years, staff saw the development of the children as the major success of the program. Asked to identify the main challenges they had faced in implementing the program, supervisory staff responded that they had difficulty in

finding time to visit all program sites and in training teaching staff to implement the developmental curriculum. Teachers reported that it had been difficult to provide the youngest children with enough individual attention (especially when the educational assistant was absent) and to find time to maintain student records. In 1990-91, staff dissatisfaction focused on administrative issues, including late funding that delayed start-up and caused staff to expend personal funds for supplies and limited access to some family rooms. Other issues were confusion about the role of the family assistants (including diverting them to other work), the assignment of prekindergarten specialists to more than the recommended number of classrooms, the lack of teamwork between some teachers and educational assistants, and the limitation imposed by having only one vendor from whom to order supplies. In 1991-92, the program successfully addressed many of these problems.

Based upon the findings of this report, OREA makes the following recommendations to the project:

Curriculum

- Develop the learning centers in mathematics and science.
- Offer more bilingual and multicultural materials.
- After a needs assessment, add full-day classes at sites which have more than one class, so that a half-day program remains available for students who need it.
- Provide more program continuity with kindergarten and first-grade classes.

Administrative

- Assess vendor limitations and take steps to rectify.
- Limit prekindergarten specialist responsibility to no more than two sites.
- Reevaluate responsibilities of family assistants.
- Conduct an assessment of the need for staff bilingual in Chinese and Haitian in each district where the program serves these groups.

Staff Development

- Offer staff development in English as a Second Language strategies and in multicultural activities.
- Provide workshops on improving teamwork between the teacher and educational assistant.
- Hold more staff development sessions for family assistants.
- Allot more time in staff development sessions for informal exchange of ideas.
- If funds permit, provide coverage for classroom teachers in full-day programs so they can meet for staff development on a regular basis.

Parent Program

- Insure that every SuperStart site has a family room available in an accessible area from the beginning of the school year.
- Offer parent volunteers a more active role in the classroom.
- Elicit parent suggestions for workshop topics and parent room activities.
- Find alternative ways to inform parents who are unable to spend time in the family room of ways in which they can enhance their children's education.

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I. INTRODUCTION

BACKGROUND

In 1990-91, the New York City Public Schools consolidated two prekindergarten programs, Project Giant Step and the New York State Prekindergarten Program, into SuperStart: The New York City Comprehensive Prekindergarten Program that also encompassed health, nutrition, and social services. SuperStart was offered in either morning or afternoon sessions, except for 23 full-day classes. The program served 8,249 four- and five-year-old children in 167 schools in 24 community school districts (C.S.D.s). Each classroom was limited to 18 students and was staffed by a teacher and an educational assistant. In 1991-92, the program expanded to serve 9,015 children in 188 schools in 29 C.S.D.s and offered 45 full-day classes.

SuperStart provided a developmentally appropriate learning environment to foster the cognitive, social, emotional, and physical development of those four- and five-year-olds most in need of preschool services. For those children whose native language was not English, the program integrated multicultural education and bilingual/English as a Second Language (E.S.L.) services into the curriculum. SuperStart also promoted parents' involvement in their children's education and offered health and support services to participants and families.

The SuperStart program was administered by the Early Childhood Services Unit of the New York City Public Schools.

PARTICIPANTS

As specified in the Chancellor's Circular No. 29 (12-11-90), eligibility for the program was based on age (participants had to be at least four years old by the end of the calendar year), educational need (as determined by a state-approved screening instrument comprised of a checklist to be completed after observing the child at play and a parent interview), and economic need (80 percent of the students were to come from limited income families, as demonstrated by income reports and/or eligibility for food stamps).

On an application form, parents provided background information on their child and identified any physical and emotional problems the child might have. The 6,823 application forms which were forwarded to the Office of Research, Evaluation, and Assessment (OREA) for analysis in 1991-92 revealed that 72 percent of the responding families spoke English at home, 20 percent spoke Spanish, 3.3 percent spoke Chinese, and 0.9 percent spoke Haitian. African-Americans made up 43.4 percent of the respondents (2,963). Latinos were the next largest group--40.1 percent (2,738). European-Americans represented 9.1 percent (623), Asian-Americans 5.9 percent (405), and American Indians 1.4 percent (94).

EVALUATION PROCEDURES

Sample

For the 1990-91 evaluation, consultants from OREA visited 30 schools in 11 C.S.D.s. They chose 20 school-based management/shared decision-making (SBM/SDM) sites (ten from Chancellor's Circular 36 and ten from Circular 41*) and ten other sites selected randomly from the same C.S.D.s. In 1991-92, OREA visited 23 schools in 17 C.S.D.s. The choice of sample sites was influenced by the SuperStart Plus program instituted that year to provide services to pre-kindergarten general and special education students in integrated classrooms and by the increased number of full-day SuperStart classes. OREA chose five sites with full-day classes, and chose the remaining 18 sites randomly from those districts as well as from districts that had SuperStart Plus sites.

Data Collection

In both years under review, OREA staff developed questionnaires and distributed them to all program teachers. In 1990-91, OREA also surveyed prekindergarten specialists (teacher specialists responsible for coordination and staff development). Forty-seven percent of program teachers in 1990-91 and 37 percent in

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*Chancellor's Circular 36 and Circular 41 sites began SBM/SDM program implementation in the 1990-91 school year. Circular 36 sites (Schoolwide Projects) were Chapter 1 schools, 75 percent of whose students lived in low-income areas or were from low-income families. Rigorous requirements for participation applied. Circular 41 invited all schools to undertake SBM/SDM initiatives, and requirements were more lenient.

1991-92 responded to survey questions on their responsibilities, qualifications, experience, and the implementation of curriculum.

At sites selected for observation, OREA field consultants interviewed teachers, teacher specialists, and family assistants; they also recorded their observations of classes on checklists and a classroom observation schedule. In 1990-91, these forms were adapted from the system originated by Jane Stallings in 1977 and used in Project Giant Step* from its inception. In 1991-92, field consultants used an observation instrument developed by OREA. Each year's instrument charted types of activity and matched them with grouping patterns. The earlier instrument called for recording observations made at 10-minute intervals; in the following year, the checklist was designed to describe the content of activities and the quality of interactions (especially those that promoted language development) and to evaluate the classroom environment and organization of the day's activities.

As noted above, SuperStart application forms (formerly called Pupil Information Forms or PIFs) were completed by parents and provided demographic information on participants. (See Appendix A for a sample application form.) In addition, OREA used the SuperStart Developmental Profile, a pilot checklist developed by OREA in

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* Project Giant Step was a Chapter 1-funded program that provided four-year-olds with a half-day developmentally appropriate educational program. It also offered health and social services for the children and their families. Introduced in six C.S.D.s in 1986-87, it had expanded to 20 C.S.D.s by 1989-90, its last year of operation.

conjunction with the New York State Education Department (S.E.D.), to obtain student performance data. In 1991-92, OREA evaluated a sample of 5,129 students with pre- and posttest scores on the Profile and analyzed student gains.

All participants at a sample of centrally and locally held staff development sessions received OREA staff development evaluation surveys. There were 137 completed surveys in 1991-92 and 183 in 1990-91.

EVALUATION REPORT

Chapter II describes the SuperStart program in terms of administrative implementation, staffing, staff development, and program continuity. Chapter III reports on classroom implementation, focusing on the early childhood curriculum, bilingual instruction, the multicultural curriculum, and full-day programs. Chapter IV assesses the parent program. Chapter V discusses the effect of the program on the children and reports staff views of the program. Chapter VI presents OREA's conclusions and recommendations.

II. PROGRAM IMPLEMENTATION

PROGRAM ADMINISTRATION

Recruitment

Responses on the SuperStart application forms indicated that project participants had been recruited in a variety of ways, most frequently through school notices, flyers, or information passed verbally by friends.

The 1990-91 OREA survey of prekindergarten specialists indicated that 62 percent of the sites had waiting lists of applicants. OREA did not obtain this information for 1991-92.

Classes

Morning or afternoon sessions each lasted at least two-and-a-half hours. In addition, a full-day program (from 8:40 a.m. to 3:00 p.m.) was available in 23 classes in 1990-91 and 45 classes in 1991-92. All classes met five days a week. Breakfast and lunch, or lunch and a snack, were served daily.

Since a reduced adult:child ratio (between 1:15 and 1:22) has been found significant in enhancing early childhood education (Office of Educational Assessment 1987), class size was limited to 18. In the 23 sample schools visited by OREA in May and June 1991-92, the average class register was 14, as compared with 17 the previous year.

PROGRAM STAFF

Every site had one to three SuperStart classrooms, each staffed by one teacher and one educational assistant. The program design called for every three classrooms to share two family assistants and every five classrooms to share one social worker and one prekindergarten specialist.

According to data compiled by the Early Childhood Services Unit and evaluated by OREA in 1990-91, as many as one-third of all prekindergarten specialists were responsible for more than the maximum of five classrooms recommended in the Chancellor's circular. In interviews, specialists with responsibility for several (up to six) sites indicated that traveling between three or more sites was inordinately time-consuming. Family assistants as well often had responsibility for more than one site.

This problem was partly alleviated the following year. Through hiring or reassignment, six C.S.D.s brought their classrooms:specialist ratio down to the maximum stipulated in the Chancellor's circular. In 13 C.S.D.s, however, the ratio was higher than recommended. Regulations allocated resources for an additional half-time position after a certain ratio was exceeded, and although six of the C.S.D.s reached this point, the funding was not used. This was probably because of the shortage of prekindergarten specialists and/or the use of alternative solutions already in place.

SuperStart supervisory and teaching staff were experienced in early childhood education and well-qualified for their positions. Of the prekindergarten specialists, 77

percent had three or more years of experience in that capacity or as program directors, 50 percent had three or more years of experience in teaching prekindergarten, and nearly all had taught at the kindergarten to third grade level for three or more years. About 75 percent had a master's degree and 69 percent held early childhood certification. Slightly more than half of the teachers surveyed had three or more years of experience in teaching prekindergarten, and more than half held early childhood certification.

In 1990-91, 29 percent of the teachers and 27 percent of the paraprofessionals who responded to a survey were able to use Spanish in the classroom. There were no bilingual classes in Haitian or Chinese. Slightly over three percent of the teachers reported teaching proficiency in Chinese. A higher proportion of staff responded to this survey the following year, when 26 percent of the teachers and 41 percent of the educational assistants indicated that they spoke a language other than English. Fifty-two percent of the family assistants interviewed (N=29) spoke another language besides English, and in almost all cases, that language was Spanish. The number of staff members proficient in Haitian and Chinese was extremely small.

STAFF DEVELOPMENT

One day per month, designated as a non-attendance day, was reserved for staff development activities coordinated at the district level. In the 1990-91 evaluation, the majority of teachers rated staff development on curriculum as most useful, while the prekindergarten specialists regarded sessions on implementing the

multicultural curriculum and assessing the needs of the children as the most useful. Staff development sessions were rated high in overall quality, and participants particularly valued the use of hands-on techniques and the opportunity to ask questions and share ideas.

Prekindergarten specialists, early childhood district liaisons, and other early childhood supervisory staff were offered a choice of topics to be covered in depth in a series of three staff development sessions in 1992. The topics they chose were: planning effective staff development, identifying developmentally appropriate outcomes and authentic assessment strategies, the "High Scope" teaching model, integrating state and city initiatives, and enriching the early childhood program. Seventy-one staff members attended and rated the sessions highly in terms of usefulness and quality.

Workshops were offered to project social workers by staff from the N.Y.C. Housing Authority and a consultant in sexual and child abuse. On an OREA evaluation form, about three-quarters of the respondents (N=66) rated the sessions as very useful.

In addition to these formal staff development activities, the majority of prekindergarten specialists interviewed (79 percent in 1991-92; 60 percent in 1990-91) reported being able to reinforce staff development either in follow-up classroom demonstrations or individually.

CONTINUITY AND COORDINATION

To encourage continuity of the learning process across grade levels (a tenet of early childhood education), schools provided for intervisitation. SuperStart children observed kindergarten classes, and kindergarten teachers visited the SuperStart classes and spoke to the children. OREA field consultants found that when the prekindergarten and kindergarten classes shared the playground, contact between the classrooms was facilitated.

Most (85 percent) of the sites offered staff development on continuity for both kindergarten and prekindergarten staff, and prekindergarten specialists at these sites indicated that they coordinated curricula with kindergarten staffs. Almost half the specialists reported offering workshops for parents that included discussion of how parents could help prepare their children for kindergarten.

School records were reported in the teacher survey as the most common source of information necessary for continuity and coordination of programming for children. Staff also consulted one another informally about students to insure continuity.

Nearly all teachers and 71 percent of prekindergarten specialists surveyed by OREA in 1991-92 felt that the SuperStart program did enough to insure continuity into kindergarten. Almost one-half of the teachers, however, felt that this continuity was not maintained beyond the kindergarten year. Prekindergarten specialists interviewed in the previous year were likewise less satisfied than teachers with the continuity

between SuperStart and kindergarten. At that time they recommended greater similarity in classroom environments to encourage continuity. They also recommended having SuperStart parents visit kindergarten classrooms.

SCHOOL-BASED MANAGEMENT/SHARED DECISION MAKING

OREA hypothesized that there might be a significant difference between SBM/SDM and non-SBM/SDM sites in the planning process for staff development activities. OREA consultants, therefore, asked SuperStart prekindergarten specialists and teachers in 1990-91 about the extent of their active participation in planning these activities and compared responses by type of site. OREA found that there were some differences in responses according to type of site: supervisory staff at SBM/SDM sites were slightly more likely to say that other program staff took an active part in planning; and of the 40 percent of teachers who wanted a more active role in staff development, most came from SBM/SDM sites.

III. CLASSROOM IMPLEMENTATION

CLASSROOM ACTIVITIES

The Learning Environment

OREA evaluators found that virtually all SuperStart classrooms visited were warm, inviting, and child-centered, with children's photographs and examples of their work displayed, and with furniture, other equipment, and materials at children's eye level. Classrooms had a relaxed atmosphere conducive to interaction.

In 85 percent of classrooms observed in 1991-92, learning centers were clearly defined and arranged, which allowed for smooth circulation of traffic. All classrooms had centers for arts and crafts, dramatic play (housekeeping), block building, manipulatives, and a library. Almost all (92 percent) had a listening/music center, 88 percent had a sand/water table, and 81 percent had a science center. However, some centers, especially the science center, the listening/music center, and the library, were found by the consultants to be scantily furnished and hardly used.

The majority of classrooms (77 percent) had a spacious area for large group activities. Materials and equipment were adequate, and easily accessible to staff and children.

Experiential, Instructional, and Other Activities

The National Association for the Education of Young Children (N.A.E.Y.C.) asserted in its position statement on early childhood education (1987) that developmentally appropriate activities should be experience-oriented and interactive

and should take place in small-group or individual settings. OREA consultants' observations of SuperStart activities indicated that these principles were being followed.

On the observation form used by consultants, activities were categorized into three major clusters for analytical purposes: experiential, instructional, and other. Experiential activities are those which usually do not focus on the acquisition of a specific academic skill. Such activities help children develop concepts through observation, manipulation of concrete objects, and meaningful interaction with adults and other children. These activities include block play, arts and crafts, puzzles and games, sand/water play, and dramatic play such as might occur in the housekeeping area. Group time, singing/movement, and snack time are also defined as experiential activities. Experiential activities often overlap. For example, during a single cooking activity, the children may explore differences in taste, smell, color, and texture as they measure ingredients and learn new vocabulary or engage in dramatic play. As shown in Table 1, over half of observed activities in 1990-91 were experiential.

The second category, instructional activities, differs from experiential activities mainly in emphasis. Instructional activities are defined as activities designed to teach specific academic skills in beginning reading, early writing, beginning mathematics, oral language, social studies, and science. Both experiential and instructional activities are considered productive educational activities.

In addition, children also engaged in a miscellany of activities labeled as "other." These included snack time, social interactions, observing, waiting, and transitions. (For a numerical breakdown of children's activities, see Table 1.)

TABLE 1		
Types of Classroom Activities Involving Children 1990-91		
Activity	Number	Percent
Experiential	683	59.8
Instructional	191	16.7
Other	269	23.5
Total	1,143	100.0

- *Over one-half of the observed activities that involved children were experiential in nature.*

Social and Learning Skills

SuperStart aimed to encourage children to develop self-reliance, learn classroom routines, and take the initiative rather than depend too much on teacher direction. Observations in 1991-92, which focused on the style and content of interactions, showed that children had learned to take care of themselves (e.g., handle materials, go to the bathroom), to cooperate with each other, and to clean up after activities. In 92 percent of the classrooms, transitions between activities were promptly and smoothly accomplished. Consultants also observed many instances of children setting up activities or initiating their own art activities.

Language development was a primary focus of activities. SuperStart children expressed themselves verbally through dramatic play in 77 percent of sessions observed by field consultants. Children used language materials without adult assistance in 65 percent of the observations, and in 46 percent they "read through" or

recalled the text of books verbally. They communicated well with each other and with adults. In addition to these child-initiated means of developing language, teachers encouraged communication through regular storytelling and songs (92 percent each). Teachers further elicited speech by asking open-ended questions and inviting children to discuss their experiences.

Science and mathematics activities were emphasized less than language and art. Children were engaged in mathematics activities such as counting or comparing and measuring in only half the classrooms, and only a little more than half (54 percent) were seen to be engaged in problem-exploration and problem-solving activities.

Classroom Grouping Patterns

For a two-hour period, consultants recorded the grouping patterns in SuperStart classrooms every five minutes, for a total of 24 observations per class. Groupings for instructional activities are indicated in Table 2.

Large group activities included circle time, stories, songs, and dance. Small-group activities included an extended period (from 40 to 50 minutes) of learning center time, during which children chose from a variety of options (manipulatives, artwork, block building, etc.). About half of the instructional activities observed took place in a whole class/large group configuration. The rest were about equally divided between individual and small group patterns. Weather permitting, children also engaged in large- or small-group active outdoor play.

TABLE 2
Instances of Instructional Activities
by Classroom Grouping Patterns
1990-91

Instructional Activities	Individual		Small Group		Whole Class/ Large Group		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Group Meeting Time	--	--	--	--	32	16.8	32	16.7
Pre-Reading	23	12.0	12	6.3	10	5.2	45	23.6
Writing	0	0.0	4	2.1	0	0.0	4	2.1
Mathematics	7	3.7	7	3.7	1	0.5	15	7.9
Oral Language	12	6.3	11	5.8	40	20.9	63	33.0
Social Studies	0	0.0	1	0.5	7	3.7	8	4.2
Science	6	3.1	10	5.2	8	4.2	24	2.6
TOTAL	**48**	**25.1**	**45**	**23.6**	**98**	**51.3**	**191**	**100.0**

- ***Activities coded as instructional took place about as often with the whole class or large groups as with small groups or individuals.***

Teacher/Educational Assistant Involvement

The 1990-91 evaluation found that in slightly over two-thirds of OREA's observations, teachers were actively involved with children's experiential and instructional activities. In contrast, educational assistants were involved in these activities in less than one-third of the observations. Over half of the observed instances of educational assistant activity were not child-related and involved instead adult interaction and classroom management. (See Table 3.)

TABLE 3
Categories of Staff Activity in the Classroom:
Percentages of Observations

1990-91

	Teacher	Assistant
Experiential	38.8	24.5
Instructional	31.8	7.0
Not-child-related	13.3	57.4
Other[a]	16.3	10.9
Total	100.2[b]	99.8[b]

[a]"Other" includes such activities as snack time and waiting.
[b]Total does not equal 100 because of rounding.

Volunteers in the Classroom

Volunteers were present in fewer than a quarter of the classrooms visited in 1991-92 and were observed to engage only infrequently in experiential activities with the children. Most of their activities, in fact, were not child-related. Although volunteers were observed in twice that many classrooms in 1990-91, the majority of their activities that year were likewise in the "not-child-related" category and usually involved classroom preparation.

BILINGUAL/MULTICULTURAL PROGRAMMING

Offering instruction in the students' first language helps them learn more easily. Abstract concepts are more readily absorbed in the first language and can easily be transferred into English, helping children to adapt more quickly. Multicultural programming offers students insight into and esteem for their own and other cultures.

Bilingual Instruction

SuperStart offered bilingual instruction in 53 classrooms. Bilingual assistance was also provided informally by staff and parent volunteers throughout the program.

The application forms and teacher interviews showed that between 25 and 29 percent of SuperStart children had a native language other than English. Close to half (43 percent) of the respondents to a program-wide teacher survey indicated that their classrooms had between one and five children who were learning English as a second language; about one-fourth (24 percent) reported six to ten of these students per class.

According to three-quarters of the prekindergarten specialists and half of the teachers interviewed, SuperStart sites most often attempted to meet the needs of non-English-proficient students by providing bilingual staff. Staff also encouraged bilingual parents to volunteer in the classroom. Teachers noted several helpful classroom techniques, such as extensive use of songs and pictures, grouping of more proficient with less proficient children, and giving extra or individual attention. Interviews and classroom observations indicated that the major instructional methodology was translation into the native language. Teachers also modified their manner of speech, enunciating carefully and slowly, repeating, and having the children repeat as well.

Eighty-six percent of the teachers and 100 percent of the prekindergarten specialists said that they had been provided with sufficient materials to teach English as a second language to those children needing such instruction. Although nearly 20 percent of teachers interviewed did not feel any changes needed to be made to work more effectively with children learning English, over one-third requested more bilingual materials, and about one-third requested more training in English as a Second Language techniques.

Prekindergarten specialists reported in an OREA survey that there were sufficient staff to serve children who were not English-proficient. When interviewed, however, over half of the prekindergarten specialists said that they felt that more bilingual staff were needed. They also recommended that staff development

workshops be held on the management of the bilingual classroom and that more bilingual materials be provided.

Multicultural Programming

SuperStart sought to infuse a multicultural perspective into the curriculum. Most classrooms had dolls, block figures, books, and photographs representing diverse ethnic and cultural groups. But of the classrooms which OREA observed, less than half had a display--such as a bulletin board or an exhibit--with multicultural impact. Most classroom displays depicted conventional themes such as the seasons or the world of nature.

A majority of teachers interviewed reported that they incorporated songs or stories about other cultures into their curricula and that they celebrated a variety of national holidays, and displayed multicultural materials. About one-third said they explored the background of participants and had parents come into the classroom to share aspects of their cultural background.

Most prekindergarten specialists reported that program sites used the multicultural materials on hand and provided relevant staff development, but they also felt that more of both was needed. Multicultural materials were more abundant, however, than materials exploring gender roles. For example, while there were dolls, figures, or puppets denoting different ethnic/cultural backgrounds in more than 80 percent of classrooms, these figures tended to encourage stereotypes about male/female roles in society--male doctor, female nurse, etcetera.

Almost three-quarters of the teachers interviewed in 1991-92 requested more multicultural materials, and close to half requested staff development on multicultural activities. By contrast, in the preceding year only a few of the surveyed teachers recommended that there be more staff development in multiculturalism, while about one-third of the teachers requested more materials, more parental assistance, and greater use of community resources to advance multicultural learning.

FULL-DAY PROGRAM

The number of full-day programs increased in 1991-92 to a total of 45 (of 299) classrooms. OREA consultants interviewed teachers at five of these full-day sites. These teachers noted that the longer instructional day made for more flexible schedules, allowed more time for each activity, and expanded the number of activities that could be offered. They felt that full-day programs also enabled staff to give children more individual attention. Of the 44 full-day teachers responding to OREA's programwide survey, 73 percent felt the full-day program was the right length. Of the 157 respondents in the half-day program, 69 percent felt the half-day was best.

Teachers encountered some problems, among them the fact that it was hard for young children to adjust to a long day, which meant that the extra time was not always optimal. Another problem was that staff had to have their allotted lunch and preparation time, but Chancellor's Circular No. 5 (8-27-91) barred the use of program funds for classroom coverage during this time, apparently in the expectation that the schools would provide coverage. At two of the sites, the school did so; at the others,

the program's prekindergarten specialist had to provide coverage despite the fact that this was not part of the specialist's job description.

IV. PARENT INVOLVEMENT AND FAMILY SERVICES

The parent component of the program had three objectives: 1) involving the parents in the education of their children and keeping them informed of their children's progress; 2) offering activities and facilities specifically designed for the parents themselves; and 3) providing family social services, including home visits.

INVOLVEMENT IN CHILDREN'S EDUCATION

An open house held at the beginning of each year offered parents orientation to SuperStart programming. Workshops and parent-teacher conferences, as well as informal encounters with staff, kept parents informed of their children's progress. Half of the family workers interviewed in 1991-92 reported that newsletters were prepared for parents and that information was posted in the classroom or family room for parent perusal.

Staff encouraged parents to speak to classes or to contribute materials on their native culture. Parent volunteers were present in 20 percent of the classrooms observed by OREA consultants in 1991-92. However, most observed activities involved classroom preparation rather than interaction with children.

Almost half (43 percent) of the teachers reported that involvement in the parent program helped parents reinforce learning at home. Furthermore, parents involved in the prekindergarten parent program went on to participate in school activities. Teachers also reported that children gained confidence knowing that their parents

were involved in their schooling, and that they benefitted from their increased parenting skills.

FACILITIES AND ACTIVITIES FOR PARENTS

Family Room

In 1990-91, OREA consultants evaluated 30 family rooms. They found them well-equipped for both adults and children, with parent-made arts and crafts projects on display.

The family rooms at 14 of the 30 sites were found to be easily accessible. They were deemed accessible if they were near the prekindergarten classrooms or the entrance of the school, signs were posted to direct visitors to the room, and a sign identified the room itself. Twenty-two of the family rooms were full-sized classrooms, six were half a classroom, and two were in storage areas. Nineteen of the 30 sites had notices posted in Spanish as well as English, and one site had notices posted in Chinese.

A few staff members reported at the time of the visits that the family room was too small to adequately accommodate small children, limiting parent participation.

Workshops and Other Activities

SuperStart offered an impressive array of workshops and family room activities. An average of 13 parents attended each workshop in 1991-92, as compared with 10 in 1990-91. The following is a partial listing of topics offered in the two-year period covered by this report:

- Parents as educators: The learning processes and language development in four-year-olds, parent-teacher communication, kindergarten, and ways for parents to elicit learning activities in their children's play at home. (An average of five parent workshops per site were devoted to training parents to assist in the education of their children.)

- Parent-child communication: Using positive discipline, building children's self-esteem, and using books to help children express their feelings.

- Nutrition and health: Multiple issues in nutrition, basic health, women's health, AIDS, safe sex, birth control, stress management, substance abuse, lead poisoning, sexual abuse of children, and sex education.

In addition to workshop participation, parents worked on crafts projects, went on field trips, and attended program-sponsored parties. At some sites, classroom themes were coordinated weekly with parents' projects.

HOME VISITS/SOCIAL SERVICES

Family assistants, accompanied by a second staff member, made home visits. Some family assistants reported difficulty in making these visits, indicating that they felt unsafe or that they could not find a staff member to accompany them.

The majority of family workers (72 percent) felt satisfied with the extent that the program utilized community resources for workshops. Health and medical facilities were consulted most often (62 percent), with social services next in frequency (52 percent).

STRENGTHS AND LIMITATIONS OF PARENT PROGRAM

OREA field consultants determined that the parent program appeared most successful when the following factors were present:

- team effort and a staff capable of speaking to parents in their home language to explain the purposes of home-school contact;
- parent education that conveyed the basic message that parents were very important to their child's education and future and that program staff supported them as individuals and as parents;
- parent involvement in workshops and activities explaining early childhood education and providing specific ways for parents to be involved in their children's educational development;
- a family room that was accessible and comfortable and that provided refreshments as a means of inviting parents to stay;
- parent input into program activities;
- access to materials and useful, attractive, arts and crafts projects;
- a knowledgeable family assistant with access to adequate supplies, the ability to provide meaningful activities and information, and willing to publicize family room activities;
- coordination of the SuperStart parent program with other parent involvement groups at the site; and
- staff development designed specifically for family workers.

While parental participation increased in many cases, their involvement remained the number one challenge to family workers. Many parents viewed the hours when their children were away at school as valuable free time, and they did not wish to commit themselves to the parent program. Some parents had employment conflicts, and others had child-care responsibilities. Also, a family room and

programming directed at them were new concepts to many parents and made some of them uncomfortable and timid.

Other limitations to the success of some family programs were inadequate space at a few sites, late funding, and staffing difficulties. Five sites in 1991-92 and three sites in 1990-91 reported having problems with space for the family room--it was either not large enough, not accessible enough, or not available at the start of programming. In some cases, the funding for supplies and materials was late, and staff laid out their own money for necessary items, a sacrifice for them. The staff most involved in the parent component were sometimes responsible for programming at too many sites to be effective at any one site. Some family assistants were given other duties, such as substituting for an educational assistant. Family assistants themselves reported not having received sufficient staff development directed specifically at their needs.

V. OUTCOMES

DEVELOPMENTAL PROFILES

The Developmental Profile, designed by the State Education Department and OREA, checks for the acquisition of skills expected in children participating in a quality early childhood program. Items to be assessed are developmentally appropriate and easily observed by the teacher, and the checklist can be completed without interrupting classroom activities. Using the Developmental Profile as a pre- and posttest, teachers assessed individual children's gross and fine motor development; their social and emotional adjustment; and their language, pre-literacy, and cognitive development. (See Appendix B for a sample Developmental Profile.)

The pre- and posttest scores of a sample of 5,129 students were analyzed. (This sample represented 57 percent of the 1991-92 program participants.) The average pretest score was 30.12 out of a possible total of 82 points, with a standard deviation of 16.46. The average posttest score was 60.69 (standard deviation 16.16). This represents a mean gain of 30.57 points (standard deviation 17.18).

Since the instrument is criterion-referenced and was developed specifically for SuperStart, there are no norms by which to measure this outcome. An explanation of the scoring system may aid interpretation, however. The profile lists 41 positive behaviors or skills that are considered of developmental significance. The extent to

which a child demonstrates each of these skills is marked according to the following scale:

0 = not yet
1 = sometimes
2 = often

If a child advanced from "not yet" exhibiting the skill on the pretest to exhibiting it "often" on the posttest, there was a two-point gain. Progressing either from "not yet" to "sometimes" or from "sometimes" to "often," indicated a one-point gain. A pre/post gain of 30 points (the average outcome measured) could therefore be achieved in a variety of ways, such as a two-point gain on 15 of the profile's 41 items, or a one-point gain on 30 of them, etcetera.

PROGRAM STRENGTHS AND LIMITATIONS

OREA field consultants asked teachers and prekindergarten specialists at the visited sites to give their opinions on the program's major successes and offer recommendations for improvement.

Both years, teachers and prekindergarten specialists most often cited children's growth in language and social development as the major success of the program. Children learned to interact cooperatively. They developed readiness skills pertinent to school environments as well as classroom routines which teachers believed would confer an advantage in kindergarten. Teachers also felt that the children's sense of self-esteem was enhanced as they gained confidence in their abilities.

Prekindergarten specialists cited parental involvement as a major success. They also felt that the professionalism of the teaching staff and the quality of the curriculum and materials were major factors in the program's success. (These same areas were occasionally noted as problems rather than successes--either way, staff perceived them as crucial areas for consideration.)

Prekindergarten specialists and teachers were also asked to identify challenges to implementing the SuperStart program successfully. Noted by specialists in 1991-92 was the resistance by some staff to SuperStart's more experiential and directive teaching techniques, which foster greater autonomy and independence in the children--those who were accustomed to more didactic instructional methods sometimes found it difficult to adjust. Prekindergarten specialists reported being challenged by the influx of non-English-speaking children and by the time constraints imposed by having to work at multiple project sites. However, the major challenge reported by teachers was the difficulty of giving sufficient personal attention to as many as 18 four-year-olds of diverse cultural backgrounds and cognitive levels, especially when the educational assistant was absent.

By contrast, in the first year under review, prekindergarten specialists most often identified administration of the program as offering the greatest difficulties. This included start-up problems caused by late funding, staff having too many responsibilities, complications with the administration of the S.E.D. screening instrument, problems in scheduling (lack of time for the staff to meet as a team, and

the short half-day format of the program participated in by most of the children), and the limitation imposed by centralization of purchasing and the use of a single vendor. Reported problems with staffing included too few social workers, unfamiliarity of staff with developmentally appropriate approaches, and a lack of communication or teamwork between teachers and educational assistants.

Teachers in 1990-91 also cited administration as a problem and specified the same items as prekindergarten specialists. Those teachers who listed staffing as a problem mentioned in particular their dissatisfaction with educational assistants and poor communication. A few also felt that the half-day session was too short, leaving insufficient time for classroom preparation. Additionally, the extensive requirements for record-keeping and maintenance of children's portfolios were considered by some to be too time-consuming.

Many of the concerns of the first year of programming were administrative, and the variety of issues raised by staff in the following year indicate that the start-up issues had been addressed, enabling the program to focus on the more substantive aspects of programming.

Staff Recommendations

1990-91. Teachers and prekindergarten specialists responded to perceived problems in 1990-91 by recommending administrative and staffing changes. Prekindergarten specialists urged that means be sought to improve continuity in education beyond kindergarten and that more staff development be offered to teachers on children's developmental levels and appropriate early childhood practices. They suggested that the requirements and qualifications for assistants be

defined with greater specificity, and they wanted more involvement in staff selection as well. Other suggestions included reducing their responsibilities, extending the program hours, and changing vendors.

As did the prekindergarten specialists, teachers in 1990-91 requested more training on child development. Some also wanted more staff development for educational assistants, more time for team planning, greater availability of the family assistant or social worker at every program site, and either standardization of programming between districts or greater flexibility in scheduling. To a great extent, these requests and recommendations were taken into account in the following year's program of staff development.

1991-92. Supervisory staff frequently recommended extending program hours up to full-day scheduling, which they felt would also benefit working mothers. Prekindergarten specialists recommended that the program provide more citywide meetings and intervisitations of prekindergarten specialists to develop a forum for the exchange of ideas and increase networking.

Teachers particularly requested more staff development focusing on networking between teachers from many schools to facilitate sharing of information and ideas. Teachers wanted more materials (especially in Spanish), more input into choosing materials, and coverage by substitutes for absent educational assistants. Teachers and prekindergarten specialists as well recommended that changes be made in the screening of applicants. It was suggested that an attempt be made to streamline this process (described as complicated, overwhelming, time-consuming, and rushed) by allotting more time and staff to the process.

Several staff recommendations focused on the parent program. Teachers requested more emphasis on parental involvement and a greater role in developing and implementing the parent program. Prekindergarten specialists wanted more information on the use of parents as educators in the classroom and at home.

Several family workers recommended providing a calendar of events before the school year began. They also requested a monthly staff development day for all SuperStart staff to meet and exchange information. Family workers also suggested that parents be informed that they were expected to participate in the parent program at least once or twice a month as a requirement for their child's enrollment in SuperStart.

Staff recommended that parents be offered job training programs at the schools and access to E.S.L./G.E.D instruction. Many thought that more field trips should be made available to parents to expose them to activities and events beyond those provided in their own neighborhoods. Finally, family workers suggested that follow-up programs be initiated to continue servicing parents and children after they leave SuperStart.

POST-PROGRAM FOLLOW-UP STUDY

It is widely agreed that oral language development accompanies the development of reading and writing, and that storybook reading is supportive of literacy. A useful means of supporting emergent literacy appears to be the story-retelling procedure (Teale and Sulzby 1986). Studies by Lartz and Mason (1988) indicate the value of the technique for assessment and instructional purposes. OREA

used a pilot study involving a story-retelling technique to assess the effects of the program on language development in SuperStart children who had progressed to kindergarten in the fall of 1991. OREA was also interested in the efficacy of this technique as a type of alternative assessment for young children.

Methodology

A story was developed specifically for the assessment, so that the children would not be familiar with it. The story, a brief one of eight pages with pictures, was read to each child individually by an OREA consultant. The consultant then asked the child to retell the story with the aid of the pictures, which were presented one at a time. The consultant recorded the child's retelling of the story and transcribed the recording soon afterward. Consultants who were fluent in Spanish gave Latino children the option of hearing and retelling the story in Spanish.

Sample

OREA field consultants administered the story-retelling procedure at nine sites in six C.S.D.s. Participants were 25 kindergarten children who had been in SuperStart and 20 kindergarten children with no prekindergarten experience. The mean age of these children was five years and eight months. Of the 45 children, eight had a home language other than English.

Analysis

Receptive language was analyzed according to how well the children were able to recall elements of the story and comprehend the story overall (Pickert and Chase 1978). Productive language was analyzed for output in terms of children's phrases, complexity of their output, and expressiveness (John and Berney 1967). Analysts

also rated recall and comprehension. This analysis was complemented by one which classified the story-retelling according to three developmental stages: picture labeling, skeletal story, and an embroidered story (John, Horner, and Berney 1970).

Findings

Children who had participated in SuperStart attained scores solidly in the middle (fair) range across all categories. A lower percentage of SuperStart than non-SuperStart children fell in the lowest (weak) range across all categories. The results for the high (good) category were mixed: 20 percent of SuperStart children scored in the high (good) range for receptive language versus 10 percent of non-SuperStart children, but non-SuperStart children told more embellished stores and scored higher in expressive language than SuperStart children. The majority (76 percent) of SuperStart children were able to tell skeletal stories, far more than non-SuperStart children. More non-SuperStart children labeled pictures, indicating a lower developmental stage. (*Labeling* means identifying an object in a picture without retelling part of the story.) However, more of these children also told embellished stories, indicating a higher developmental stage. These results probably reflected the disparity of home learning experiences in non-SuperStart children.

In October 1992, the study was repeated using a different, longer story and conducting a slightly different analysis. OREA consultants administered the story-retelling procedure at ten sites in six C.S.D.s with 30 kindergarten children who had participated in SuperStart and 30 kindergarten children who had no pre-kindergarten experience. Mean age was five years, four months. English was the home language for 40 of the children, Spanish for 11; five came from bilingual households, and four

students' records were unavailable. A Spanish-speaking consultant administered the procedure to 11 Spanish-speaking students in their native language.

Every child's performance was rated as poor, fair, or good in each of the following three areas: ability to recall the story, comprehension of the story, and use of expressive language in retelling the story. The SuperStart group and the non-SuperStart group were distributed identically across the scale of rated ability to *comprehend* the story. (See Figure 1a.) With respect to *expressive language*, the SuperStart group was skewed more heavily than the non-SuperStart group toward the "Good" and away from the "Poor" end of the scale, but the difference was slight. (See Figure 1b.) With respect to *recall*, however, the non-SuperStart group had almost twice as high a proportion of children at the "Good" end of the scale: while the proportions rated "Poor" were about equal for the two groups, SuperStart children were more likely than non SuperStart children to receive a "Fair" rating in this area. (See Figure 1c.) It is unclear how the observed difference in recall should be interpreted.

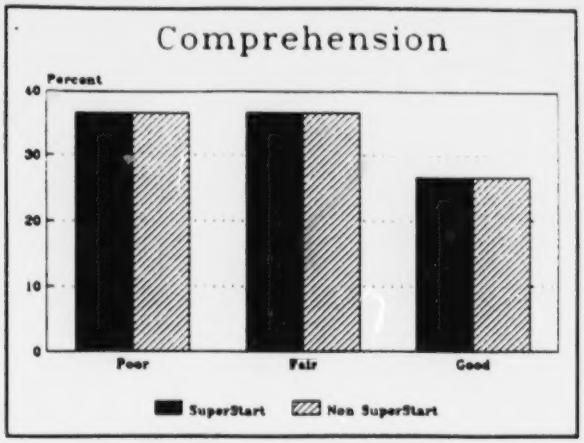
OREA classified and counted the phrases which the children produced in retelling the story, differentiating the phrases which might have been inspired by the pictures alone from those which demonstrated a recollection of the story and those which expressed imaginative elaborations of the story. The average number of phrases produced in each category was almost exactly the same for the SuperStart and non-SuperStart groups.

To summarize the overall results of the story-retelling study, kindergartners who had attended SuperStart performed at least as well as those who had not attended a

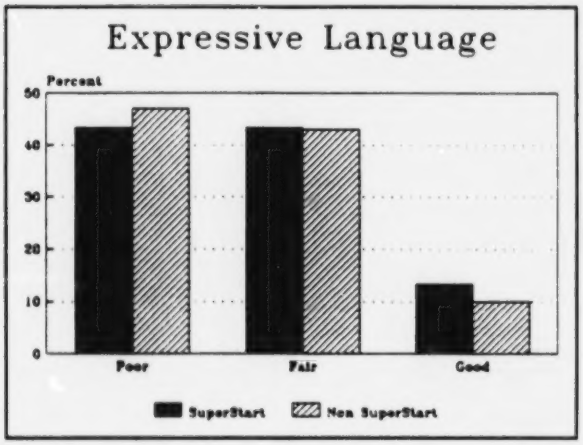
prekindergarten program. It is possible that the disparity between the 1990-91 and 1991-92 results may have been due in part to the different stories used and in part to the different types of analyses undertaken. In addition, some of the children whose native language was Spanish and who should have been read to and allowed to retell the story in Spanish may have been in English-only classrooms.

FIGURE 1
STORY-RETELLING (OCTOBER 1992): DISTRIBUTION OF RATINGS

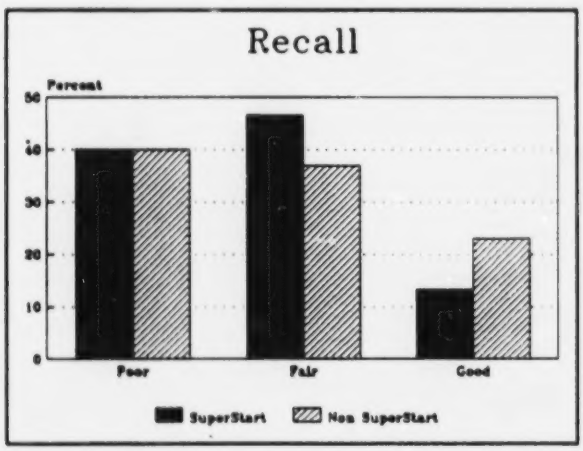
a)



b)



c)



VI. CONCLUSIONS AND RECOMMENDATIONS

OREA consultants' observations and interviews with staff showed that the SuperStart program provided children with diverse experiential and instructional activities and an appropriate balance of activity conducted in small and large groups. Teaching staff had solid backgrounds in early childhood education. Classroom observations showed that language development occurred both formally (in overt instruction) and informally. Bilingual staff addressed the needs of Latino students, and classroom materials and activities indicated some attention to multiculturalism. Teaching staff felt confident that the program structure and activities enabled non-English speaking children to learn English. There was, however, a shortage of staff able to communicate in Chinese and Haitian. Bilingual and multicultural materials were also perceived as inadequate, as was staff development in these areas.

Outcomes garnered from the Developmental Profiles showed that children made solid gains in the acquisition of gross and fine motor skills and in their cognitive, social, and emotional development. They also gained in language and pre-literacy skills. The strong emphasis on language development, however, may have resulted in less attention being paid to some other curriculum areas, especially science and mathematics.

The fall 1991 follow-up pilot study of a sample of kindergarten children who had participated in SuperStart indicated slightly greater gains in language development than among children who had not had prekindergarten experience. The story-

retelling exercise the following year yielded extremely similar outcomes for the two groups. This result may have been due to artifacts of the study itself, such as the story selected, the analyses performed, and the language of the story and the retelling task.

The parent component offered an impressive diversity of workshop topics relevant to parents and focused attention on training parents to help in the education of their children. Parent activities were sometimes limited by space constrictions and lack of staff when family assistants had to perform other duties or were assigned to multiple sites.

Educational assistants were obliged to spend the bulk of their time away from the children's activities because of frequent assignments to other duties, such as classroom preparation and management. Supervisory and social work staff were frequently overburdened by multiple-site responsibilities.

A comparison of requests for staff development made in 1990-91 with that provided in 1991-92, as well as the related staff evaluations of development sessions, revealed that staff development responded to the needs and concerns of teaching and supervisory staff. Staff responded positively to the staff development provided and particularly appreciated being offered sessions on program goals and providing a developmentally appropriate environment for four-year olds.

Based upon this evaluation of the 1990-92 SuperStart program, OREA makes the following recommendations to the project:

Curriculum

- Develop the learning centers in mathematics and science.
- Offer more bilingual and multicultural materials.
- After a needs assessment, add full-day classes at sites which have more than one class, so that a half-day program remains available for students who need it.

Administrative

- Assess vendor limitations and take steps to rectify.
- Limit prekindergarten specialist responsibility to no more than two sites.
- Reevaluate responsibilities of family assistants.
- Conduct an assessment of the need for staff bilingual in Chinese and Haitian in each district where the program serves those groups.

Staff Development

- Offer staff development in English as a Second Language strategies and in multicultural activities.
- Provide workshops on improving teamwork between the teacher and educational assistant.
- Hold more staff development sessions for family assistants.
- Allot more time in staff development sessions for informal exchange of ideas.
- If funds permit, provide coverage for classroom teachers in full-day programs so they can meet for staff development on a regular basis.

Parent Program

- Insure that every SuperStart site has a family room available in an accessible area from the beginning of the school year.
- Offer parent volunteers a more active role with children in the classroom.
- Elicit parent suggestions for workshop topics and ongoing parent room activities.
- Find alternative ways to inform parents who are unable to spend time in the family room of ways in which they can enhance their children's education.

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APPENDIX A

PROJECT SUPERSTART
APPLICATION FORM 1992-93

Child's Last Name [18-32]
Apellido del niño(a)

Child's First Name [33-42]
Primer nombre del niño(a)

For Office Use Only
ID # [1-9]

APPLICATION DATE [10-17]

Child's Address
Domicilio del niño(a)

Apartment
Apartamento

Zip Code
Zona postal

Child's Date of Birth [43-48]
Fecha de Nacimiento del niño(a)

Month/Mes Day/Día Year/Año

Child's Sex [49]
Sexo del niño(a)

M Male/Varón F Female/Hembra

FOSTER CHILD? [50]
¿Niño Adoptado?

0 NO 1 YES/SI

RACIAL/ETHNIC GROUP [51]
Raza/grupo étnico

1 NATIVE AMERICAN 2 ASIAN 3 HISPANIC 4 BLACK 5 WHITE 6 OTHER

Parent/Guardian's Last Name
Apellido del padre/guardián

Parent/Guardian's First Name
Primer nombre del padre/guardián

PARENT/GUARDIAN'S ADDRESS (ONLY IF DIFFERENT FROM CHILD'S ADDRESS)
Domicilio de los padres/guardianes (sólo si es diferente al del niño)

NUMBER AND STREET
Numero y Calle

APT.

ZIP CODE
Zona postal

DAYTIME TELEPHONE NUMBER
Teléfono durante el día

AREA CODE
Código de Area

PERSON COMPLETING THE APPLICATION (ONLY IF DIFFERENT FROM PARENT/GUARDIAN)
Persona llenando la aplicación (sólo si es diferente al del padre/guardián)

Last Name/Apellido

First Name/Primer nombre

RELATIONSHIP TO CHILD (Check one) [52]
Relación con el niño (escoja uno sólo)

PARENT Padre ☐ FOSTER PARENT Padre Adoptivo ☐ GRANDPARENT Abuelo(a) ☐ AUNT/UNCLE Tío(a) ☐ OTHER Otro ☐

HOUSEHOLD INFORMATION / Información sobre el hogar

Note: **For the purpose of this form, 'household' means a group of people living together as an economic unit.**
Nota: Para el propósito de esta aplicación, 'hogar' significa un grupo de personas viviendo juntas como una unidad económica.

How many people live in the child's household (including the child)? ☐☐ [53-54]
¿Cuántas personas viven en el hogar del niño (incluyendo al niño)?

How many children are there in the household that are younger than this child? ☐ [55]
¿Cuántos niños hay en el hogar que son menores que este niño?

Please list the household income. Indicate whether this is for a week or the entire year by checking the appropriate box. If you have a Food Stamp Claim Number, you may enter it.
Por favor escriba el ingreso del hogar. Indique en la casilla apropiada si éste es por una semana ó el año entero. Si usted ha tenido 'Food Stamp Claim Number', lo puede escribir.

INCOME [56-62]
Ingreso

PERIOD THIS IS FOR [63]
Período que éste cubre

1 1 Week 1 Semana 2 Year Año

Do you receive food stamp? (0=NO 1=YES/SI)
¿Recibe usted food stamps? ☐ [64]

FOOD STAMP CLAIM NUMBER

Which language or languages does the family speak at home most of the time? (check all that apply)
¿Qué idioma o idiomas habla la familia en casa la mayor parte del tiempo? (marque todos los que correspondan)

English Inglés 65 ☐ Spanish Español 66 ☐ Haitian Creole Haitiano/Creole 67 ☐ Chinese Chino 68 ☐ Russian Ruso 69 ☐ Other: Otro: 70 ☐

Please Describe / Favor Describir

SPECIAL NEEDS/NECESIDADES ESPECIALES

Does the child have any conditions which will require special help or attention in school? If so please check all that apply:
¿Tiene su niño(a) alguna condición que requiera ayuda o atención especial en la escuela? Marque todos los que correspondan.

Hearing Impaired Problemas Auditivos ☐ [71]
Visually Impaired Problemas Visuales ☐ [72]
Speech Impaired Problemas de Lenguaje ☐ [73]
Physically Disabled Físicamente Incapacitado ☐ [74]
Emotionally Disabled Problemas Emocionales ☐ [75]
Developmentally Disabled Problemas de Desarrollo ☐ [76]
Asthma Asma ☐ [77]
Other Health Problems Otros Problemas de Salud ☐ [78]

BEST COPY AVAILABLE

RECRUITMENT INFORMATION / Información de reclutamiento

How did you hear about Project SuperStart? Please check all that apply:
¿Cómo se enteró usted del proyecto SuperStart? Por favor marque todas las opciones que sean aplicables:

Saw a flier/poster Vi un anuncio/catelera	☐ [79]	**Read about it in the newspaper** Por medio del periódico	☐ [80]
Heard about it on the radio Por la radio	☐ [81]	**It was announced in a house of worship** Fue anunciado en un templo	☐ [82]
Referred by public agency Una agencia publica me refirió	☐ [83]	**Heard about it from a friend** Por medio de un amigo	☐ [84]
Received a notice from the school **Heard about it from school staff** Recibí una notificación de la escuela Me dijeron en la escuela	☐ [85]	**Someone came to my house** Alguien vino a mi casa	☐ [86]
		_____ **Other** (please explain) Otro (por favor explique)	☐ [87]

Project SuperStart is a half-day program at some sites, and a full-day program at other sites. The child's family must make arrangements for a responsible adult to bring the child to school and pick him/her up daily. Check the session you would like the child to attend.

El proyecto SuperStart es un programa de medio día en algunos sitios, y un programa de día completo en otros sitios. Por favor indique la sesión a la que le gustaría que su hijo asistiera.

MORNING Por la mañana	**AFTERNOON** Por la tarde	**EITHER, NO PREFERENCE** Cualquiera de los dos, sin preferencia	**IF APPLICABLE - FULL-DAY** Si corresponde - Día completo
[1]	[2]	[3]	☐ [88]

CERTIFICATION / Certificación

If my child is selected for project SuperStart, I understand that to enroll him/her I must bring the following documentation to registration:
Si mi niño(a) es seleccionado para el proyecto SuperStart, entiendo que para matricularlo(a) debo traer la siguiente información:

1. Proof of age: birth certificate, baptismal certificate, or passport.
   Prueba de edad: certificado de nacimiento, certificado de bautismo ó pasaporte.
2. Proof of residence.
   Prueba de residencia.
3. Health information: proof of immunization and physical exam within the last 90 days.
   Información de salud: pueba de inmunización y los resultados de un examen físico hecho en los últimos 90 días.

I also understand that I must arrange for a responsible adult to bring my child to school and pick him/her up daily.
Entiendo que debo responsabilizarme para que un adulto responsable lleve al niño a la escuela y lo recoja diariamente.

_____ _____
Signature of Parent/Guardian — Date
Firma de uno de los padres/guardianes — Fecha

FOR OFFICE USE ONLY
PARA USO DE LA OFICINA SOLAMENTE

Received by _____ Date _____ Time _____

C.S.D.	P.S.	CLASSROOM #	CLASS TIME HALF-DAY AM	HALF-DAY PM	FULL-DAY
☐☐	☐☐☐	☐☐☐		☐	☐
[89-90]	[91-93]	[94-96]		[97]	

DISPOSITION (check one): [98]

ACCEPTED	NOT ACCEPTED	WAITING LIST
☐	☐	☐

IF NOT ACCEPTED, REASON (check one): [99]

RESIDENCE	AGE	OTHER	
☐	☐	☐	(specify) _____

REFERRED TO _____

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New York City Public Schools
Office of Research, Evaluation, and Assessment
110 Livingston Street, Room 732
Brooklyn, NY 11201
(718) 935-3790

SuperStart

Developmental Profile

1992-93

Child's Name: Last (1) First (11)

Student ID: (19) Date of Birth: (28) / (30) / (32)

C.S.D.: (34) School: (36) Observer's Name _____

Class: (39) Class Type *(check one)*: Full Day ___; A.M. ___; P.M. ___

Student's Primary Language: (41) *(1 = English; 2 = Other than English)*

Date of Observation: (42) / (44) / (46)

DIRECTIONS: This checklist requires observation of the child while he/she participates in everyday classroom activities. It does not require any "staged" observation or testing situation. For children whose native language is other than English, item judgments should be based on cultural and linguistic appropriateness and be determined by qualified, culturally literate personnel in the child's native language.

Place a ☑ in the appropriate column for each question.

Not Observed	Sometimes Observed	Often Observed		
				Motor Development:
				Large Motor:
				Maintains balance when:
___	___	___	(1)	Running and stopping.
___	___	___	(2)	Jumping up and down (in place).
___	___	___	(3)	Throws playground ball underhand (using both hands in direction of target).
___	___	___	(4)	Catches playground ball with two hands against body.
___	___	___	(5)	Manages gross motor equipment (e.g., slides, swings, tricycles, climbing apparatus).

Not Observed	Sometimes Observed	Often Observed		
				Fine Motor:
____	____	____	(6)	Dresses self (manages buttons or zippers or snaps or buckles or boots).
____	____	____	(7)	Coordinates thumb and fingers to manipulate pencil, markers, crayons.
____	____	____	(8)	Coordinates thumb and fingers to manipulate scissors.
____	____	____	(9)	Puts together an 8-piece puzzle.
____	____	____	(10)	Strings beads.
____	____	____	(11)	Manipulates small objects purposefully (for example, inserts pegs into pegboards or puts together interlocking blocks).
				Social-Emotional Development:
____	____	____	(12)	Asks adults for help when needed.
____	____	____	(13)	Uses words to express emotions, conflicts, and needs.
____	____	____	(14)	Uses names of classmates.
____	____	____	(15)	Uses names of adults.
____	____	____	(16)	Follows classroom routines.
____	____	____	(17)	Demonstrates respect for classroom property and property of classmates.
____	____	____	(18)	Makes choices (able to make a choice when given an opportunity)
____	____	____	(19)	Demonstrates tolerance in taking turns.
____	____	____	(20)	Demonstrates tolerance in sharing space (e.g., while playing alongside another child at water table, block corner).
____	____	____	(21)	Participates or joins in small or large group activities.

Not Observed	Sometimes Observed	Often Observed		
____	____	____	(22)	Initiates activities (e.g., in block corner, house area, with manipulatives).
____	____	____	(23)	Participates in informal conversation.
				Language Development and Pre-Literacy Skills:
____	____	____	(24)	Communicates in an understandable manner.
____	____	____	(25)	Uses sentences averaging five or six words.
____	____	____	(26)	Retells an experience or story (e.g., provides a recognizable sequence of an event).
____	____	____	(27)	Talks about drawings or constructions.
____	____	____	(28)	Purposefully scribbles (e.g., writes names on attendance lists or items on shopping lists).
____	____	____	(29)	Has favorite stories and wants to hear them repeated.
____	____	____	(30)	Role plays reading by recalling the story.
____	____	____	(31)	Recognizes own name in print.
____	____	____	(32)	Attempts to write name on art work.
				Cognitive Development:
____	____	____	(33)	Demonstrates an interest in the environment (e.g., explores items in the science corner; asks questions about people, places, and things).
____	____	____	(34)	Completes simple tasks (for example, puzzles and lotto games).
____	____	____	(35)	Understands concepts such as big-little, inside-outside, top-bottom, on-off.

Not Observed	Sometimes Observed	Often Observed		
____	____	____	(36)	Groups objects by similarities and differences (e.g., fruits, animals).
____	____	____	(37)	Constructs with blocks (begins to construct what the child experiences or sees in the environment).
____	____	____	(38)	Paints, draws with crayons or markers (e.g. combines forms and begins to draw what the child experiences or sees in the environment).
____	____	____	(39)	Solves problems (e.g., while constructing with blocks).
____	____	____	(40)	Makes predictions (stories, classroom routines).
____	____	____	(41)	Makes estimations (e.g., using scales and measuring devices at sand and water table).

T o t a l s :

Not Observed	Sometimes Observed	Often Observed	
☐☐ 48	☐☐ 50	☐☐ 52	(Numbers of check-marks in each column)
(x 0)*	(x 1)*	(x 2)*	

____ + ____ = ☐☐ 54 (Summary score)

*SCORING: Each item marked "Often Observed" receives 2 points. Each item marked "Sometimes Observed" receives 1 point. Each item marked "Not Observed" receives 0 points.